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ABSTRACT

The 1994-95 school year was the first year of the MECA (Manufacturing, Engineering, Construction, Automotive) partnership implementation in the Saginaw (Michigan) Public Schools. MECA's purpose was to nurture the potential of youth while placing them in workplace environments that had not been a traditional part of applied learning in secondary and postsecondary contexts. Nine Averill Career Opportunities Center (COC) faculty directly involved as instructors in MECA were given a 14-item survey instrument that focused on 7 areas: building curriculum and student assessments in identified career areas; conducting outreach activities; expanding the partnership base; providing inservice/training and other assistance; identifying new high skill, high demand, and high wage careers and curriculum development in these areas; assisting students in obtaining high skill/high wage jobs; and identifying unexpected positive and negative program outcomes and suggestions to improve the program. Five completed surveys were returned. All faculty members saw curricula development and integration of academic and vocational studies as an ongoing process; written curricular guides that captured this integration were in the process of being written; and a lack of consensus existed on what might be used as student assessment. Unexpected negative consequences involved issues related to not enough time and student misinterpretation of the level of involvement required. (The evaluation instruments and responses are appended.) (YLB)

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ED 389 942

EVALUATION REPORT

SCHOOL-TO-WORK OPPORTUNITIES FACULTY SURVEY RESULTS

1994-95

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

U.S. DEPARTMENT OF EDUCATION
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CE 070 511

SCHOOL-TO-WORK OPPORTUNITIES
FACULTY SURVEY RESULTS

1994-95

An Approved Report of the
Department of Evaluation, Testing and Research

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December, 1995

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Introduction

The Averill Career Opportunities Center (COC)[1] along with business and labor have created a partnership to prepare young adults for the high performance demands of today's workplace. This partnership is named the MECA partnership (Manufacturing, Engineering, Construction, Automotive partnership). The MECA partnership is a comprehensive collaborative approach to a school-to-work system that has strong market appeal, vital community support and educational staying power. The system simultaneously nurtures the potential of youth while it places them in workplace environments that have not traditionally been a part of applied learning in their secondary and post-secondary experiences. MECA integrates and improves on the best elements of current state and federal model school-to-work programs. The partnership connects student personal interest in careers and vocations to a hands-on and minds-engaged educational approach that will lead to high-skill, high-wage careers. The MECA initiative matches its processes to the current State of Michigan directions for school-to-work opportunities. Perhaps most importantly, the MECA school-to-work initiative offers tremendous potential for successful local growth and infusion across a wide cross-section of classrooms and worksites in both the industrial and human service realms.

Since the 1994-95 school year is the first year of MECA implementation, surveys of students, employers, and faculty were undertaken to determine how the process of program start-up was proceeding.

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[1] As of the start of the 1995-96 school year the Averill Career Opportunities Center (COC) is now known as the Saginaw Career Complex.

This report deals specifically with the survey of COC faculty directly involved with MECA. Two other reports published under separate covers will deal specifically with survey results from employers and students.

Procedures

A total of nine COC faculty were directly involved as instructors in the MECA partnership. These nine faculty were given the 14-item survey instrument (see Appendix A for a copy).

The 1994-95 School-To-Work Opportunities Faculty Survey focused on seven basic issue areas. These areas were the following:

1. Building curriculum and student assessments in current identified career areas;
2. Conducting outreach activities;
3. Expanding the partnership base;
4. Providing inservice/training and other assistance;
5. Identifying new high skill, high-demand, and high-wage careers and curriculum development in these areas;
6. Assisting students in obtaining high-skill/high-wage jobs; and
7. Identifying unexpected positive and negative program outcomes and suggestions to improve the program.

These seven issue areas will serve as organizing concepts when the responses are reviewed in the findings section.

Some time during the month of May, 1995 the surveys were handed out for faculty to complete. Five of nine (55.5%) faculty completed a survey. These returned faculty surveys were coded, tabulated, and summarized (see Appendix B for the tabulated results).

Findings

The reader is again reminded that the complete results from the COC faculty to each survey question are presented in Appendix B.

Highlights

A total of five of nine (55.5%) faculty responded to the survey. Most of the respondents responded to all or almost all of the survey items, except the last item (Item 14) which asked for general comments to improve or more clearly focus the MECA school-to-work program.

A review of the survey items has revealed seven basic issue areas. They included: curriculum/assessment development; outreach activities; expanding partnership; inservice/training plus assistance; new high-skill, high-demand, and high-wage careers and curriculum development in these career areas; job search activities; and unexpected program outcomes and suggestions for improvement (see Appendix C for Area to Survey Item Key). These seven areas will serve as organizing concepts for the review of responses given below.

Curriculum/Assessment Development

The development of the curricula for already identified high-skill/high-wage MECA careers and the associated development of student achievement assessment techniques was a major focus of the MECA initiative during the first year of implementation. A review of survey questions related to this issue area revealed the following findings:

- Three of the five (60%) responding faculty had no difficulty explaining the meaning of the successful integration of academics and vocational studies into the MECA curriculum. The remaining two faculty appeared confused indicating that integration was teaching academics in a practical (real job skill area) setting to show the relevance of academics.

- All (100%) of the faculty members saw the process of integration as on-going.

- A majority (60%) of the responding faculty indicated that the written curricular guide currently available does not capture this integration.

- Student assessment under the new curricula was felt to include the following elements (numbers in parentheses after the point indicates the number of respondents giving the same or similar point):

  -- Rating sheets by mentors (2);
  -- Student employment (1);
  -- Self-evaluation (1);
  -- Job performance (1); and
  -- Teamwork skills (1).

- When faculty was asked what student assessment data had been gathered, two (40%) staff members each indicated test scores, portfolios, and the Secretary's Commission on Achieving Necessary Skills (SCANS). A single faculty member indicated the following:

  -- Grade point average (1);
  -- Attendance (1);
  -- Employment rate (1); and
  -- Competency profiles (1).

- Most faculty (4 of 5 or 80%) have reservations about the use of the American College Testing Program (ACT) Work Key Assessment as a means of assessing SCANS competencies.

- Measures available for students' self-assessments of their progress and quality of work included the following:

  -- Portfolios (1); and
  -- Employers' evaluations (1).

Conducting Outreach Activities

The publicity/marketing of MECA to the community and students was a major focus of the partnership. The following major points emerged after studying the survey results.

- Outreach techniques included:
  - -- One-on-one conferences with students;
  - -- Active participation in professional organizations to publicize MECA;
  - -- Assistance to business and labor in training needs; and
  - -- Job visits.

- Outreach needs of students and their respective communities determined by the following means:
  - -- Program administration;
  - -- Employer feedback; and
  - -- Business contacts.

- When faculty was asked if they had a chance to adapt outreach methods to best meet the needs of all concerned, most (3 of 5 or 60%) answered no or no response with the remaining 20% yes or 20% sometimes.

Expanding Partnership Base

A primary issue area was to expand the number of business and labor partners in the MECA so a greater variety of work-based learning sites/components could be provided. Responses related to this issue area follow:

- According to faculty, employers added to the partnership, included the following 15 businesses:

  - -- Garber Buick;
  - -- Answer Heating and Cooling;
  - -- A.P.V. (now B & P Process Equipment and Systems, Inc.);
  - -- Dynamic Industries;
  - -- Glastender;
  - -- General Motors (GM);
  - -- G & W Heating and Air Conditioning);
  - -- Lee Ford;
  - -- Schaefer & Bierlein;
  - -- U.S. Sheet Metal;
  - -- Winterstein Construction;
  - -- Wolgast Construction;
  - -- Wright K Technology, Inc.;
  - -- Mike Young Chevrolet; and
  - -- Zender Chevrolet;

- According to faculty at least four labor partners were added, they included:

  -- Boilermakers,
  -- Local 7 - Sheetmetal Workers,
  -- Local 85, and
  -- United Auto Workers.

- Apprenticeship programs were also part of the expansion efforts of MECA. Beyond those businesses listed above, additional apprenticeship partners included:

  -- Saginaw Home Builders Association;
  -- Established a non-profit organization for providing school-to-work transition;
  -- REFHVAC (Refrigeration, Heating, Ventilation, and Air Conditioning)
  -- Worked with Delta College and post-secondary connection to show a flow from high school to work to lifelong learning;
  -- Auto shops; and
  -- Dealerships.

- Student placements in apprenticeship programs seem to total 43 (if the counts per faculty can be added together).

- In the industries of allied health, finance/accounting, and human services where additional MECA partnership have been attempted, the contacts were made through professional organizations.

Providing Inservice/Training And Other Assistance

MECA has tried to open communications and provide inservice/training/other assistance to its partners. From a review of responses to questions related to this issue area, the following salient points were found.

- MECA provided assistance to participating employers in the identification and training of workplace mentors by using one or more of these techniques:

-- Mentor workshops;
-- One-to-one meetings in the plant to write lesson plans;
-- Personal visits/recommendations;
-- On-job work situations;
-- Talked to employers and determined their needs; and
-- Helped developed a work-based curriculum through the materials entitled, "Developing A Curriculum", (DACUM).

- The inservice training provided to staff (work-based and school-based) concerning new curricula, student assessments, student guidance, and feedback to the school from the employee included the following:

  -- Blueprint reading;
  -- Math;
  -- DACUM - work-based curriculum;
  -- Mentor training;
  -- Project oriented curriculum; and
  -- Teamwork.

- Faculty have participated in somewhere between four to six staff development activities related to MECA.

Newly Identified Careers And Curricula Development Efforts

Another issue area was the identification of new careers that were high-skill, high-demand, and high-wage plus the definition of a curriculum for each of these new careers. A perusal of the items related to this issue area found the following:

- MECA faculty define high-skill, high-wage jobs as the following:

  -- Any job leading to apprenticeships;
  -- Job with training/requires class training by school or seminar. Wage should be irrelevant until training and job skills are developed. Wage-only thinking can destroy your moral integrity of the students and leads to student over expectation and failure;
  -- A challenging career with a future and a path for advancement at a higher than average wage; and
  -- Unknown.

- From the staff's local labor market analysis, the following additional high-demand, high-skill, high-wage careers have been identified for targeting:

  -- Electrical sales of high tech equipment;
  -- GM Plants;
  -- Building remodeling;
  -- Hospital maintenance;
  -- School maintenance;
  -- Sheet metal and REFHVAC at GM and other plants;
  -- Primarily dealerships;
  -- Machine repair;
  -- Apprentice training; and
  -- Manufacturing.

- Faculty feel that the newly identified careers are already in the existing career clusters plus some additional career clusters will need to be added. This process of career clustering will involve more integration and clarification.

- The faculty had a mixed set of reactions relative to the new career clusters and whether mechanisms were in place to develop the curricula for each. Their reactions follow:

  -- Unknown to me at this time (2);
  -- Mostly developed, needs only coordination (1);
  -- DACUM (1); and
  -- Open communication between teachers (1).

Student Job Search Activities

MECA faculty was to provide practice to students in job search related skills and job/college placement services. A review of the questions and associated responses to the type of assistance in job search and job/college placement related skills yielded the following listing of things provided to students.

- Practice interviews;
- Identifying apprenticeship training post-secondary schools;
- Prepare resume;
- Letters of application;
- Phone services;
- Special training in refrigeration certification;
- Available for assistance to some students on my personal time;

- Attended professional RSES (Refrigeration, Service, Engineers Society) and Heating Association meeting with students;
- Secured special college materials for some students;
- I give them the skills and point them at an employer;
- Skill training;
- Employability training;
- Unpaid work experience; and
- Placement services.

Unexpected Program Outcomes And Suggestions For Program Improvement

MECA faculty were asked to indicate unexpected positive and negative program consequences/outcomes plus provide suggestions to improve or better focus the school-to-work program's efforts.

- Unexpected negative consequences of the MECA partnership mentioned by staff included the following:

  -- People (teachers and administration) feel overworked at times;
  -- Some students are put on a different level - by their peers;
  -- There are way too many "low-level students" on the outside looking in;
  -- Students misinterpret that you will fill out the job applications for them;
  -- Not enough time to meet with employers; and
  -- School and extra-curricular activities scheduling.

- Unexpected positive consequences of the MECA partnership from the perspective of the faculty included the following:

  -- Increased attendance;
  -- Employers are marketing COC;
  -- It's a good way to motivate students and hold them "hostage";
  -- Better attitude; and
  -- More communication with business. (A better understanding with businesses that we have to work together.)

The reader is again reminded that the complete tabulated results to each question is presented in Appendix B. A summary follows in the next section.

Summary

The most significant results of the 1994-95 School-To-Work Opportunities Faculty Survey from five of nine (55.5%) staff respondents have been presented. Specific information about the first year of implementation of the MECA program (Manufacturing, Engineering, Construction, and Automotive Partnership) was sought. The seven major areas of concern covered by the survey relative to MECA as a school-to-work initiative were the following:

- Curriculum/assessment development in identified career areas;
- Outreach activities;
- Expanding partnership base;
- Inservice/training plus other assistance;
- New high-skill, high-demand, and high-wage careers and curriculum development efforts for them;
- Job activities; and
- Unexpected program outcomes and suggestions for improvement.

Thus a number of major areas and issues within each were explored from a faculty's perspective. The highlighted findings were part of a larger set of findings by question given in Appendix B. Some important points that emerged from the faculty data included:

1. All (100%) of the faculty members who responded saw the process of curricula development and its integration of academics and vocational studies as an on-going process.
2. Written curricular guides that captures this integration currently do not appear to exist but they seem to be in the process of being written in some areas.
3. A lack of consensus among a majority of MECA faculty members exists on what might be used as student assessment under the new integrated curricula.

4. A variety of outreach techniques were suggested. They included:

   - One-to-one conferences with students;
   - Active participation in professional organizations;
   - Assistance to business and labor in training needs; and
   - Job visits.

5. At least 15 employers and four labor organizations were added to the expanded group of MECA partners.

6. From totaling faculty responses, it appears that at least 43 students have been placed in apprenticeship programs with more positions available if eligible students can be found.

7. A number of inservice training activities were provided by MECA to its partners they included:

   - Mentor workshops;
   - One-to-one meetings in the plant to write lesson plans;
   - Personal visits/recommendations;
   - On-job work situations;
   - Talked to employers and determined their needs; and
   - Helped develop work-based curriculum through the materials entitled, "Developing A Curriculum", (DACUM).

8. An additional set of approximately five to ten or more high-demand, high-skill, high-wage careers were identified by MECA faculty. They included the following:

   - Electrical sales of high tech equipment;
   - GM Plants;
   - Building remodeling;
   - Hospital maintenance;
   - School maintenance;
   - Sheet metal and REFHVAC (Refrigeration, Heating, Ventilation, and Air Conditioning) at GM and other plants;
   - Primarily dealerships;
   - Machine repair;
   - Apprentice training; and
   - Manufacturing.

9. A wide range of activities/services related to both job search related skills and placement in jobs/college programs were provided by the MECA faculty. These activities/services included the following:

   - Practice interviews;
   - Identifying apprenticeship training post-secondary schools;
   - Prepare resume;

9. (Continued)

- Letters of application;
- Phone services;
- Special training in refrigeration certification;
- Available for assistance to some students on my personal time;
- Attended professional RSES (Refrigeration, Service, Engineer Society) and Heating Association meeting with students;
- Secured special college materials for some students;
- I give them the skills and point them at an employer;
- Skill training;
- Employability training;
- Unpaid work experience; and
- Placement services.

10. The unexpected negative consequences of the MECA partnership involved issues related to not enough time (scheduling school and extra-curricular activities, faculty/administration feel overworked, and not enough time to work with employers); "low-level students" not being enrolled in MECA; students misinterpret the level of involvement needed from them (expect job applications, etc. to be filled out by staff for them); and the problems of perceived differences between students (MECA versus non-MECA students; minority versus majority students; paid job experience MECA students versus non-paid job experience MECA students; etc.).

11. Unexpected positive consequences of the MECA partnership involved issues related to businesses/employers and students.

- Employers/businesses
  - -- Started marketing Saginaw Career Complex; and
  - -- Better understanding between Saginaw Career Complex and businesses working together have advantages for both parties.

- Students
  - -- Increased attendance;
  - -- Better attitude;
  - -- More motivated; and
  - -- Increased perception of the need for Saginaw Career Complex training.

APPENDICES

APPENDIX A

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION

Date: _____

Respondent's Title _____

1. Who have you recruited to be part of your expanded base of employers and labor to provide work-based learning components?

Describe/Identify	(Check) Employer	Labor
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1A. What techniques did you use to identify and recruit this expanded base of employers and labor?

_____

_____

_____

_____

_____

_____

1B. Do you consider the techniques used successful or are you considering modifying them in the future?

_____

_____

_____

_____

_____

_____

1C. What type of assistance have you provided to the expanded base of employers and labor?

Describe/Identify	(Check) Employer	Labor

2. From your local labor market analysis, what additional high-demand, high-skill, high-wage careers have you identified for targeting?

2A. Are these careers within the existing career clusters or will new clusters be needed?

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION (Cont.)

2B. If new clusters need to be added, are mechanisms in place to develop the curricula?

____ Yes ... (If yes, what are these mechanisms?)

_____

_____

_____

_____

_____

____ No

3. How have you expanded school-to-work programs (e.g., what companies/ businesses and trades)?

_____

_____

_____

_____

_____

_____

3A. How did you accomplish this?

_____

_____

_____

_____

_____

_____

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION (Cont.)

3B. How successful were your identification and recruiting efforts?

3C. How many students have been placed in positions that could lead to apprenticeships?

4. What assistance did you provide to participating employers in the identification and training of work place mentors?

5. Who have you contacted with regard to establishing additional consortia in the following areas; and what procedures did you use to identify and contact?

5A. Allied health industries.

_____

_____

_____

_____

_____

_____

5B. Finance/accounting industries.

_____

_____

_____

_____

_____

_____

5C. Human services industries.

_____

_____

_____

_____

_____

_____

5D. Other: please specify.

_____

_____

_____

_____

_____

_____

6. How do you define high-skill, high-wage jobs?

_____

_____

_____

_____

_____

_____

6A. What assistance did you provide to students in obtaining high-skill, high-wage jobs and further education/training?

_____

_____

_____

_____

_____

_____

7. What is successful integration of academic and vocational studies into the curriculum?

7A. Who has been involved in the development of these curricula?

7B. Is the integration process completed or is it ongoing? If ongoing, what elements are done each year and who is involved in each?

7C. Is there a written curricular guide available that captures this integration? If in process, when will the first version be available?

8. What is the nature of the inservice training provided to staff (work-based and school-based) concerning new curricula, student assessments, student guidance, and feedback to the school from the employer? (If necessary, attach additional information.)

8A. What will constitute student assessments under the new curricula? How are these performance measures aligned with elements of the new curricula?

8B. How will student guidance differ from the old to the new curricula?

8C. What feedback mechanisms will be established relative to student performance in the work place and who was assigned to monitor them at both the academic and vocational school sites?

9. What local strategies (either new or revised from current ones) have been designed to provide for planning time and staff development activities for program personnel?

9A. How many staff development activities were you able to participate in during 1994-95 to date? Was this adequate? If no, how much more would be necessary?

9B. How much staff planning time were you able to particiate in during 1994-95 to date? Was this adequate? If no, how much more would be necessary?

10. What support activities have you offered to meet the individual needs of students and the needs of their communities? How have they differed among the different communities?

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION (Cont.)

10A. How were the support needs of the students and their respective communities determined?

10B. Have you yet had a chance to adapt the support methods to best meet those needs?

11. What student achievement data has been collected?

11A. What corresponding background/demographic data has been collected?

11B. How will the ACT, Work Keys Assessment Results be used to build SCANS competencies?

11C. How will work place/academic competencies be defined and measured?

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION (Cont.)

11D. What measures will be used for students' self assessments of their progress and quality of work?

11E. What is considered completion of the Manufacturing, Engineering, Construction, Automotive Partnership Program (MECA)?

11F. What constitutes marketable skills certification (MCS)?

11G. What measurement instrument is available to measure the MECA partners' attitude toward the program's impact on students?

12. What unexpected positive consequences, if any, have come about through the MECA partnership?

13. What unexpected negative consequences, if any, have come about through the MECA partnership?

14. What additional general comments, if any, can be offered to improve or more clearly focus the school-to-work program's efforts?

APPENDIX B

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION
(N = 5; More Than One Reponse Was Permitted)

Date: May, 1995

Respondent's Title

- Teacher/instructor (5)*

1. Who have you recruited to be part of your expanded base of employers and labor to provide work-based learning components?

Describe/Identify

Employer

- Garber Buick (2)
- Answer Heating and Cooling
- A.P.V. (now B & P Process Equipment and Systems, Inc.
- Dynamic Industries
- Glastender
- G.M. - General Motors
- G & W Heating and Air Conditioning
- Lee Ford
- "Log Attached"**
- Schaefer & Bierlein
- U.S. Sheet Metal
- Winterstein Construction
- Wolgast Construction
- Wright K Technology, Inc.
- Mike Young Chevrolet
- Zender Chevrolet

Labor

- Boilermakers
- Local 7 - Sheetmetal Workers
- Local 85
- United Auto Workers

*Number of respondents - If more than one - giving a response is in parentheses.

**None.

APPENDIX B

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION (N = 5; More Than One Reponse Was Permitted) (Cont.)

1A. What techniques did you use to identify and recruit this expanded base of employers and labor?

- One-to-one contact (4)
- Phone calls (3)
- Yellow pages
- Friends
- MECA phamplets
- MECA video
- Visitation to professional organizations
- Exploratory experience (E.E.)
- References
- Ask [employers] for their needs
- Tours of COC and job site
- No hard sell
- Follow-up on [employer] inquiries.

1B. Do you consider the techniques used sucessful or are you considering modifying them in the future?

- Yes and yes
- Yes - can always use additional upgrading
- Ok; open to new suggestions
- Yes they are successful
- Yes

1C. What type of assistance have you provided to the expanded base of employers and labor?

Describe/Identify

- Visit community

Employer

- Support personnel
- Personal contacts
- Professional organizations
- Identified good potential employers
- Screening students
- Modify curriculum
- Improved communication

Labor

- Counselors
- Personal contacts
- Professional organizations

APPENDIX B

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION
(N = 5; More Than One Reponse Was Permitted) (Cont.)

2. From your local labor market analysis, what additional high-demand, high-skill, high-wage careers have you identified for targeting?

- Unknown at this time
- Electrical sales of high tech equipment
- GM plants
- Building remodeling
- Hospital maintenance
- School maintenance
- Sheet metal and REFHVAC at GM and other plants
- Primarily dealerships
- Machine repair
- Apprentice training
- Manufacturing

2A. Are these careers within the existing career clusters or will new clusters be needed?

- Both, must be flexible (2)
- REFHVAC - home construction - electricity
- Careers already exist
- They are here, but more integration and clarification is needed.

2B. If new clusters need to be added, are mechanisms in place to develop the curricula? If yes, what are these mechanisms?

- Unknown to me at this time (2)
- Mostly developed, needs only coordination
- DACUM
- Open communication between teachers

3. How have you expanded School-To-Work apprentice programs (e.g., what companies/businesses and trades)?

- See [companies listed in] #1 (2)
- "Log Attached"
- Saginaw Home Builders Association
- Established a non-profit organization for providing School-To-Work transition
- REFHVAC
- More jobs than students
- Worked with Delta College and post-secondary connection to show a flow from high school to work to life-long learning
- Auto shops
- Dealerships

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION
(N = 5; More Than One Reponse Was Permitted) (Cont.)

3A. How did you accomplish this?

- One-to-one visits (2)
- Phone calls
- Still in progress
- Professional organizations
- Through dealerships
- Worked with Delta College to organize and then approached dealerships. Went to most progressive service managers first, had service managers call other service managers.

3B. How successful were your identification and recruiting efforts?

- We were very successful
- Good
- Fairly successful
- Ok - I need students
- Below average

3C. How many students have been placed in positions that could lead to apprenticeships?

- Three (2)
- About 30
- Five
- Two - have more apprenticeships - need eligible students

4. What assistance did you provide to participating employers in the identification and training of workplace mentors?

- Mentor workshops (3)
- One-to-one meeting in the plant to write lesson plans
- Personal visits/recommendations
- On job work situations
- Talked to employers and determined their needs
- Helped develop work-based curriculum (DACUM)

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION
(N = 5; More Than One Reponse Was Permitted) (Cont.)

5. Who have you contacted with regard to establishing additional consortia in the following areas; and what procedures did you use to identify and contact?

5A. Allied health industries.

- No (2)
- No response (2)
- Hospital maintenance - need mechanical technicians for REFHVAC - big demand. Used professional organizations to make the contacts.

5B. Finance/accounting industries.

- No (2)
- No response (2)
- Professional organizations

5C. Human services industries.

- No (2)
- No response (2)
- Professional organizations

5D. Other: please specify.

- No response (3)
- Not applicable
- MECA only

6. How do you define high-skill, high-wage jobs?

- Any job leading to apprenticeships
- Unknown
- Job with training/requires class training by school or seminar. Wage should be irrelevant until training and job skills are developed. Wage-only thinking can destroy your moral integrity of the students and leads to student over expectation and failure.
- A job should be something that you have enough confidence in that you borrow more money than you can ever afford to pay back and are hopelessly in debt the rest of your life.
- A challenging career with a future and a path for advancement at a higher than average wage.

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION
(N = 5; More Than One Reponse Was Permitted) (Cont.)

6A. What assistance did you provide to students in obtaining high-skill, high-wage jobs and further education/training?

- Practice interviews (2)
- Identifying apprenticeship training post-secondary schools
- Prepare resume
- Letters of application
- Car problems
- Personal problems
- Phone services
- Special training in refrigeration certification
- Available for assistance to some students on my personal time
- Attended professional R.S.E.S. and Heating Association meeting with students
- Secured special college materials for some students
- I give them the skills and point them at an employer
- Skill training
- Employability training
- Unpaid work experience
- Placement services

7. What is successful integration of academic and vocational studies into the curriculum?

- Making academic meaningful and real event to the vocational area
- Unknown - math and science?
- Interaction of business/industry and the classroom where business visits the classroom
- I find this very difficult
- The teaching of academics in a practical setting; to show relevance of academics

7A. Who has been involved in the development of these curricula?

- Instructors (4)
- Counselors (2)
- Business/industry (2)
- Labor
- All staff
- The school
- A bunch of experts that [sic] have never been in a classroom
- Mentors

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION
(N = 5; More Than One Reponse Was Permitted) (Cont.)

7B. Is the integration process completed or is it ongoing? If ongoing, what elements are done each year and who is involved in each?

- Ongoing (5)
  - — Just keep trying new things
  - — Math training blueprint reading
  - — Too defined, will vary from year to year, must be able to adapt to changes
  - — Curriculum development and modification; increasing academic levels in vocational education area

7C. Is there a written curricular guide available that captures this integration? If in process, when will the first version be available?

- No (3)
  - — You need the respect of the industry and businesses first - each business has different expectations - must be individualized to a business's needs
  - — In progress
- Yes
- Tentative partial, almost, it will take a long time

8. What is the nature of the inservice training provided to staff (work-based and school-based) concerning new curricula, student assessments, student guidance, and feedback to the school from the employer? (If necessary, attach additional information.)

- Blueprint reading (3)
- Math (3)
- DACUM - work-based curriculum (3)
- Mentor training
- Average - could be more business-like with real life examples
- Project oriented curriculum
- Teamwork

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION
(N = 5; More Than One Reponse Was Permitted) (Cont.)

8A. What will constitute student assessments under the new curricula? How are these performance measures aligned with elements of the new curricula?

- Rating sheets by mentors (2)
- I don't know at this time (2)
- The student should become employed
- Self evaluation
- Job performance
- Teamwork skills

8B. How will student guidance differ from the old to the new curricula?

- Mentors will participate
- More counseling needed on safety in the workplace; how to handle yourself with fellow workers; what is a crisis?
- Higher expectations
- Guidance will be determined by mentor input; customer driven
- Unknown

8C. What feedback mechanisms will be established relative to student performance in the workplace and who was assigned to monitor them at both the academic and vocational school sites?

- Mentor/teacher/supervisor evaluations (3)
- Mentor/teacher feedback
- MECA implementer
- Connection between school by counselor
- Unknown to me at this time

9. What local strategies (either new or revised from current ones) have been designed to provide for planning time and staff development activities for program personnel?

- No strategies (2)
- Just volunteer
- Overtime pay
- Inservice in math/blueprint reading
- Mentor training
- Teamwork/customer service
- Too many meetings now
- Plenty of time, not enough strategies
- Inservices - more frequent and relative (need driven)
- Prep time available for planning with mentors

APPENDIX B

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION
(N = 5; More Than One Reponse Was Permitted) (Cont.)

9A. How many staff development activities were you able to provide for during 1994-95 to date? Was this adequate? If no, how much more would be necessary?

- All offered - not enough time
- Four
- Too many - need more training or actual field experience to stay updated in product area
- About 40 clock hours - that was adequate
- Five or six. Never enough, but adequate for time available

9B. How much staff planning time were you able to provide for during 1994-95 to date? Was this adequate? If no, how much more would be necessary?

- All meetings, workshops etc. - I don't know the total time
- Weekly one-hour meetings
- A lot - I need more personal prep time in lab and training in job area
- Planning time needs to be increased. With start of a new curriculum, the need for planning increases. To increase communication with mentors, planning time needs to be flexible to fit their schedules. More planning - less meetings on other than curricular issues.
- No response

10. What outreach activities have you offered to meet the individual needs of students and the needs of their communities? How have they differed among the different communities?

- No response (2)
- Day-to-day teaching
- One-on-one conference with students
- Being a student's firm, fair friend
- Job visits
- Individualized training plans
- Integrated curriculum
- Trained and certified contractors and business in reference certification and recovery
- Assisted local labor in there [sic] training
- Active in professional organizations

APPENDIX B

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION (N = 5; More Than One Reponse Was Permitted) (Cont.)

10A. How were the outreach needs of the students and their respective communities determined?

- By administration
- Employer feedback
- Business contact and negotiation
- This survey is becoming redundant
- No response

10B. Have you yet had a chance to adapt the outreach methods to best meet those needs?

- No response (2)
- Yes
- No
- Sometimes - not enough time in the day on some days

11. What student achievement data has been collected?

- Test scores (2)
- Portfolios (2)
- SCANS (2)
- GPA
- Attendance
- Employment rate
- Competency profiles
- Unknown to me

11A. What corresponding background/demographic data has been collected?

- GPA
- Math test
- Special skills test
- Aptitude test
- On file in office
- The only thing we don't know about our students is the kind of tennis shoes they wear
- See [project administrator]
- Unknown

APPENDIX B

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION
(N = 5; More Than One Reponse Was Permitted) (Cont.)

11B. Will the ACT, Work Keys Assessment be used to assess SCANS competencies? If no, what will be used?

- Unknown at this time (2)
- See [Total Quality Education Specialist]
- I don't think the work keys assessment is useful to our situation
- Feedback will always be welcomed, as in any testing results can indicate effectiveness of instruction; however, they must be interpreted properly.

11C. How will the workplace/academic competencies be defined and measured?

- Unknown to me at this time (2)
- Employer/mentor product/process review
- We will have to see
- Defined by customer, measured by performance

11D. What measures will be used for students' self assessments of their progress and quality of work?

- Unknown to me at this time (2)
- Portfolios
- Employer evaluations
- Self assessment is an ongoing thing. Every student should assess performance every day.

11E. What is considered completion of the Manufacturing, Engineering, Construction, Automotive Partnership Program (MECA)?

- Getting placed on a job (2)
- High school graduation
- Should be ongoing
- MECA is a program that starts in high school but continues through post secondary. Completion of the program would be when a student completes post-secondary training and is employed in a high skill, high-wage career.
- Unknown

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION
(N = 5; More Than One Reponse Was Permitted) (Cont.)

11F. What constitutes marketable skills certification (MSC)?

- 95% attendance (3)
- Safety grade by teacher (2)
- High school graduate (2)
- Citizenship grade of 3 and never suspended
- Must be a completer
- Pass SCANS at level of classroom
- "B" average
- Code of conduct
- Competency completions
- I think MSC will limit our effectiveness

11G. What measurement instrument is available to measure the MECA partners' attitude toward the program's impact on students?

- None I am aware of (3)
- Survey
- Evaluations and feedback
- Ongoing review

12. What unexpected positive consequences, if any, have come about through the MECA partnership?

- Increased attendance (2)
- Employers are marketing COC
- It's a good way to motivate students and hold them hostage
- Better attitude
- More communication with business. A better understanding with business that we have to work together.
- No response

13. What unexpected negative consequences, if any, have come about through the MECA partnership?

- People (teachers and administration) feel overworked at times
- Some students are put on a different level - by their peers
- There are way too many "low-level students" on the outside looking in
- Students misinterpret that you will fill out the job application for them
- Not enough time to meet with employers
- School and extra-curricular activities scheduling
- No response

1994-95 SCHOOL-TO-WORK OPPORTUNITIES IMPLEMENTATION PROCESS EVALUATION
(N = 5; More Than One Reponse Was Permitted) (Cont.)

14. What additional general comments, if any, can be offered to improve or more clearly focus the School-To-Work program's efforts?

- No response (2)
- More student orientation on how to proceed to get a job
- It is good to have high standards but too high of standards will be harmful to a large percentage of our students - and for a lot of these students, we are their last hope.
- Ask all teachers/all the time to steering or some type of information sharing. If you want change in the classroom, make sure the teacher buys in up front.
- We must have clear definitions for words like "blueprint reading" or "applied math" etc.

APPENDIX C

FIVE MAJOR AREAS KEY TO SCHOOL-TO-WORK FACULTY SURVEY ITEMS

Area Descriptor	Survey Item(s)
Building Curriculum and Student Assessments in Currently Identified Career Areas	7, 7A, 7B, 7C, 8A, 8B, 8C, 11, 11A, 11B, 11C, 11D, 11E, 11F, and 11G
Conducting Outreach Activities	10, 10A, and 10B
Expanding Partnership Base	1, 1A, 1B, 3, 3A, 3B, 3C, 5, 5A, 5B, 5C, and 5D
Providing inservice/training and other assistance	1C, 4, 8, 9, 9A, and 9B
Identifying new high-skill, high-demand, and high-wage careers and curriculum development in different areas	2, 2A, 2B, and 6
Assisting students in obtaining high-skill, high-wage jobs	6A
Identifying Unexpected Positive and Negative Program Outcomes and Suggestions to Improve Program	12, 13, 14